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ABSTRACT

The second half of a pilot study on bilingual education (first half presented at the 1979 Rocky Mountain Educational Research Association conference) focused on whether bilingual education established classroom environments to promote a transition in language or the learning of and in two languages. Each of 43 observers trained in time estimation techniques spent one full day observing one randomly selected child (K-6) in different Fresno Unified School bilingual classrooms. As in the first half of the study, in which non-bilingual classrooms were observed, less than 1% of students' oral practice was controlled by the teachers, who seemed to praise and reward silence. Observers particularly noted how much the children talked when outside the teachers' control; children were learning to speak, despite teachers' efforts to minimize their talking. Observers noted no teaching methods unique to bilingual education. Findings supported the hypothesis that the same lack of directed encoding occurs in both bilingual and non-bilingual classrooms, and suggested that teachers do not control a significant portion of the oral language development of children. Parents and teachers of children (K-12) can intensify home and classroom language learning environments using eight suggested age-graded activities, including show and tell, newscasting, and book reports. (SB)

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- PILOT STUDY # 2 -

THE BILINGUAL CLASSROOM ENVIRONMENT AND THE DEVELOPMENT OF ORAL EXPRESSION

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Cecilio Orozco, Professor of Education

California State University, Fresno
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FOREWORD

The Constitution of the United States left some unresolved problems when instituted. One of these, slavery, was later resolved with bloodshed of brothers. White men fought white men to rectify a wrong against Blacks. The Constitution had permitted for some institutions to be more for the benefit of some and subjugated others.

In Education, a similar problem was created when we voted for English as the national language of our country. We did not charge the public (or private) schools with teaching the new national language to the groups which did not speak it. Subsequently and consequently our schools have become institutions for the benefit of those who speak English before entering. A new type of revolution is at hand and it addresses itself to <u>all</u> teachers and schools of America. Teach the spoken language of our country!

INTRODUCTION

At the 1979 RMERA meeting in Tucson the author presented the first half of this study (Pilot Study #1). Non-bilingual classroom envirnments were observed and the results of that initial study are now being published by E.R.I.C.

Miles V. Zintz, reacting to that initial sutdy states:

> "...I suspect that we have all known for a long time that teachers spend most of their time forbidding language instead of encouraging it - but it is a shocking reality to admit that a child might sit all day at school and average no more than 40 seconds of time using (interpreting or creating) language."

The present study probes the question of how Bilingual Education differs in establishing classroom environments to promote a transition in language or the learning of and in two languages. It looks at the same basic grade spectrum (K-6) as the original study so as to be able to make legitimate comparisons.

The findings support the hypotheses in that the same lack of directed encoding is occurring in bilingual program classrooms. Children are learning (or not) the same quantity of language in all programs basically because the teachers do not controll when or how language is learned.

This study, when compared to the original, non-bilingual pilot study, seems to indicate a need for methodologies not presently employed in the schools of America. If the objectives of Bilingual Education include the teaching of languages, some new teaching/learning methodologies need to be suggested. This project did not find methodologies in bilingual program classrooms which were unique to bilingual education.

"The future of 'bilingual' education may well depend on how much time, energy and attention we donate to language research...and how well we use the information from this research to improve instructional approaches and strategies in the bilingual classroom."[1]

"We are coming to know a great deal more about the language learning process, both for first and second languages, and how to facilitate acquisition of communication skills..."[2]

More and more we are witnessing an awareness of a need for a broader "knowledge-base" for teachers on how the spoken language is learned. It is unessential here to repeat that the spoken language is a pre-requisite to reading. Schools often confuse breath of vocabulary with internalization of structure and tend to subject beginning readers to unfamiliar words. In the case of the bilingual these items are critical.

It should be noted here that the author of this study does not acquiesce to the idea that "Bilingual Education", as originally stated, is for "new comers". "New comers" deserve, merit and have a right to a type of "Bilingual Education" or "Alternative Education", upon arrival, yes, but a very <u>specific</u> type which takes into account the lack of experience at the aural level. These students are potential recruits for bilingual classrooms as they egress from their "new arrival" programs.

HYPOTHESIS

The study described herein hypothesized that "Bilingual Education" classrooms would not vary significatly in the areas covered in the original non-bilingual sample. Classroom environments with a $\bar{X}$ of 13,385 seconds per day rendered a median "induced encoding" time of only 39 seconds in the original study.

DIRECTIONS TO OBSERVER

Basically the directions to the observers were the same as those to the observers in the non-bilingual pilot study:

1. Be at the site all day.
2. Record the number of minutes the students are under the supervision of the teacher, (classroom time). Note if in Spanish or English.
3. Choose a child at random to observe, (the teacher should not know which child you choose.) Pick a seat before children arrive. Then observe the child that first uses it.
4. Observe the child only when under the direction of his teacher or any adult in charge of him.
5. Time all instances when the child transmits information orally under teacher or adult direction:

    a. Relays or conveys a message.
    b. Answers or asks a question.
    (Note if in Spanish or English)

Do not time instances when reception (comprehension) is not required or when the student is not directed by the teacher:

    a. Reading aloud.
    b. Singing
    c. Talk with other students not directed by the teacher.

Write a report which gives your name, the grade level observed, the school and a candid set of notes based on your observation, including the total "transmission time" and total "class time".

Try to determine the percent of time in Spanish for both the total "class time" (which % of the time were conditions in Spanish) and the total "transmission time"(what % of the time did the child encode orally in Spanish).

PRODEDURE

Forty-three upper-division and graduate observerswere trained in estimating time in seconds. All spent one full day in a bilingual program classroom mainly in the Fresno Unified School (there are 92 such

classrooms). They observed only one child, as instructed, after proper random selection. The time of "directed or induced" oral encoding was reported. All adults in the classroom were to be considered as teachers for purposes of this experiment. The preceeding "Directions to the Observer" further clarify the activity.

RESULTS OF BOTH STUDIES

As in the non-bilingual classroom study, only an insignificant percent (less than 1) of the students oral practice was controlled by the adults. As in the first study, adults seemed to praise and reward silence and minimal talk.

Unlike the first study, however, two sets of data were reported to coincide with the two languages (Spanish and English) used in the programs visited.

Again, the observers were exited about the apportunity to observe one child all day. Specially they noted how much the child talked outside the control of the classroom adults. Children are learning to speak in spite of the efforts of school adults to control (minimize) their talking.

ANALYSES

Lenght of day observed	Pilot #1 Non-Bilingual -English-	Pilot #2 Bilingual Overall	Pilot #2 Bilingual Spanish
Mean $\bar{X}$	13,385 sec	14,938	2,526
Median	13,800 sec	14,400	1,200
Range	7,500-20,000 sec	7,200: 20,700	0***: 15,180
Number	38*	38*	

Adult-Controlled encoding:

Mean $\bar{X}$	70 sec	87 sec	21 sec
Median	39 sec**	55 sec**	2.5 sec**
Range	0-405 sec	6-629 sec	0****-150
Number	41*	39*	

Observations by grade level:

P.S.	1	
K	9	9
1	11	8
2	7	7
3	3	6
4	4	4
5	5	5
6	1	3
Total	41*	42*

*Variance accounted for by uncertain information in the reports (N= 42 in non-bilingual N= 43 in bilingual).

**M is a better central tendency measure because the bottom cannot extend below "0"

***15 of 38 classes did not teach in Spanish "Oh, you came on our 'all-English' day" was often quoted!

****18 of 39 students observed spoke no Spanish as directed by the adults!

OBSERVATIONS

No uniqueness could be attached to any of the methodologies or techniques used in the classrooms observed. All methods and techniques can be found in non-bilingual programs. The language used in the methodologies was sometimes Spanish but even this can be found in non-bilingual programs, in Mexico, for instance. It would appear that we have not designed methodologies but merely adapted very old and tried methods which were never designed for, nor successfull in, teaching any spoken language.

The fact that the median time of directed encoding is minuscule compared with the lenght of the school day reflects the same findings as in the non-bilingual classrooms. It seems clear, at this time, that the reflection of need for spoken language (learning) is not present in the bilingual programs. The methods and techniques and basically the same in all the (87) classrooms observed and included in the two studies.

RECOMMENDATIONS

Basically the data gathered suggests that teachers do not control a significant portion of the oral language development of children. They permit it by allowing talk and discussion but they do not force it. One can imagine a basketball coach telling the players they may practice if they feel like it! Language is a physical skill which requires constant intensive oral practice. The following is but a partial list of the many ways in which a teacher of children who need additional practice may implement and control such activity. Note that the content of the activities suggested is not altered.

I. Intensifying Language Learning Environments In The Classroom

" The Circus" (K-1) Psychomotor/Coordination

Create a "3 or 4-Ring Circus" where each ring has an alternating "actor" and "master"/ The "master" announces the action, then describes it as it happens. He then becomes the "actor" and gives his hat and baton to the next person in line. The "actor" returns to the end of the line when the "act" is completed.

"Show & Tell" (K-2) Language Development

At the beginning insure that everyone has an object to talk about (a supply of teacher-made situation-picture cards and/or "Peep-boxes" are ready for those not bringing something from home) and that everyone has a "partner". Direct the children a few minutes to tell each other what they will say to the group, then proceed in regular manner.

"Story Time" (K-3) Imitation Story Telling

Students are given the responsibility to retell stories heard from the teacher, aide or AV program. Instead of traditional questionning, students are asked: "What are you going to tell about this story?" Teacher and aide have small groups each and then change places to be told the story by the opposite group. A puppet is kept "asleep" during the story and "awakened" at the end of the story.....etc.....etc.

"Movie Time" (K-12) Imitation Composition

Questionning is done by someone who "did not see the picture". The teacher or aide prepares the group as in "Story Time", then the other comes in and is told the "plot". The students are paired and only one from each pair views the movie. The movie is re-run as the pair sits together but the audio is off so that the partner re-tells.....etc.....etc.

"Read & Tell" (3-12) Book Reports

Have students "paired" to hear each other's oral report, then, after the writing, read the report back to the writer....etc....etc.

"Newscasting" (5-12) Speech

Local radio stations dispose of teletype (printout) news on a daily basis. A constant supply of readings can be picked up free daily. Students are given one or two "items" to read (in pairs) to each other. On Fridays, the students pick the "item" from the readings to record on a tape made by the whole class and to be heard by the whole class. "Best Newscaster of the Week", "Best Piece of News" contest ends each week.etc.....etc...

"Newswriting" (5-12) Composition

Change Friday's activity from "newscasting" to writing (paraphrasing) and "publish" items once per week.etc.....etc.....

"Oral Math" (K-12) Mathematics

A student who can verbalize a problem without using words unkown to him can probably solve the problem. Thus, from Kinder, the student learns to "put groups together" (add) "take items from a group" (subtract) "make one group from several equal groups" (multiply) and "make equal groups from a large group" (divide). As numbers are learned, and numerals come into play, 12+8=___? becomes, "How many will you have altogether if you put together a group of 12 and a group of 8? and later, "How much is 12+8?". Similarly, 12÷3=___?, becomes, "How many groups of 3 can you make out of 12? and later, "How much is 12 divided by 3?" or (more difficult) "How much is 3 divided into 16?" and on (12x6=___?) to multiplication and (17-4=___?) subtraction...etc...etc.....

II. Concomitant Parent-Participation Activities for Intensifying Language Learn Environments in the Home. (Activities can be in any language

"The Circus" (K-1) Psychomotor/Coordinator
Parents are given a list of the activities in the "Rings" and they ask the children to give them the directions they gave at each position.

"Show & Tell" (K-2) Language Development
Children take home their "Show and Tell" item and the parents ask them what they said about it.

"Story Time" (K-3) Imitation Story Telling
Parents are given a list with dates and titles of stories which their children will be asked to re-tell. Parents ask the child to tell them the specific story for that day.

"Movie Time" (K-12) Imitation Composition
Same as "Story Time".

"Read & Tell" (3-12) Book Reports
Parents know when reports are due and ask the students to tell them to them or read the reports to them.

"News Casting" (5-12) Speech
Students take home the daily news teletypes and parents ask to hear them read.

"Newswriting" (5-12) Composition
Fridays parents ask students to read their papers to them.

"Oral Math" (K-12) Mathematics
Parents are given the activities and it is suggested to them how they can use household items to have the children verbalize their learning (lower grades only).

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